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ABSTRACT

Presented in matrix form, this guide presents sample activities and resources for teaching cross-cultural studies and global education in a variety of content areas in the K-12 curriculum. Five goals are presented: to develop increased self-awareness and a positive self-concept among students of all ethnic groups; to develop an understanding and appreciation of the linguistic and cultural pluralism of the United States; to develop an understanding of image formation and stereotyping and their impact on individual and group dynamics; to recognize the commonalities shared by all human beings; and to create an awareness of how world events affecting a root culture also affect ethnic groups in the United States. For each of these goals, a matrix presents a content focus; sample activities for grade levels K-3, 4-6, 7-8, and 9-12; skills; and resources. Topics covered in these lessons are self-concept, ethnic and national heritage, the significance of names, social roles, national games, folk tales, interdependence, and special education. A 6-page resource list appears at the end of the guide. Ten sample lesson plans are also included. (LP)

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UNDERSTANDING OUR CULTURAL DIVERSITY

A THEME GUIDE TO K-12 CURRICULAR RESOURCES, ACTIVITIES, AND PROCESSES

Developed by the
Bay Area Global Education Program (BAGEP)

SO 014 856

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INTRODUCTION TO BAGEP AND THEME GUIDES

The Bay Area Global Education Program (BAGEP), a consortium of the World Affairs Council of Northern California, the Stanford Program on International and Cross-Cultural Education (SPICE), and Global Perspectives in Education, works with local school districts and county education offices in a joint effort to increase student competence in world affairs. Together the resource organizations and schools which make up BAGEP seek to accomplish the following:

a. to develop and adapt new global education materials;
b. to design and implement staff and curriculum development projects;
c. to bring the international resources of the community to bear on school programs; and
d. to provide a forum for exchange of ideas and resources related to a more global curriculum.

Given the wide range of curricular frameworks in the State of California, BAGEP has adopted a thematic approach, thus organizing the task of "globalizing" the curriculum around a limited number of relevant foci. The current themes were chosen as a result of a needs assessment conducted in thirteen San Francisco Bay Area school districts. These themes in no way preclude the possibility of treating other global and cross-cultural topics in the curriculum. Nor are they mutually exclusive; one can identify considerable overlap among the themes.

Among the themes which can be used to improve the global and cross-cultural dimensions of school curricula, BAGEP has chosen the following for initial development:

WORLD CULTURES: Studying and comparing cultures in ways which develop understanding of beliefs, customs, social structure, and the arts, and which help students see themselves and the world from many points of view.

CONTEMPORARY WORLD ISSUES: Learning to view local issues in a global context, to see how world-wide problems affect Americans, to develop techniques for analyzing complex problems, and to work with others to effect solutions.

LANGUAGE: Becoming aware of the many forms of language--silent, symbolic, oral and written; examining the universality of language; discovering the relationship between language and culture; increasing language and cultural awareness by promoting increased foreign language study.

WORLD LITERATURE: Using the richness of world literature in translation to examine universal literary themes; fostering appreciation of a wide variety of oral and written literary traditions; encouraging creative potential.

U.S. HISTORY IN A GLOBAL CONTEXT: Developing a global perspective by studying events in American history from the perspective of other nations, comparing American experiences to those of other countries, and learning how change and conflict have shaped the United States.

UNDERSTANDING OUR DIVERSITY: Improving the student's ability to accept and appreciate people of diverse ethnic backgrounds; clarifying student perceptions of how diversity contributes to American life and to one's ability to deal effectively with world issues.

In order to produce these guides, teachers and curriculum specialists involved in BAGEP first developed goal statements for each theme. Then activities and resources were collected to fit each goal at different grade levels. Their efforts are reproduced here in the form of a "theme guide" which includes a rationale, goal statements, activities by grade level, sample lesson plans, and resource lists. These components will be amended and expanded as BAGEP Summer Institutes explore new curriculum areas.

The BAGEP theme guides are best seen as "tools" which are adaptable to existing curricular concepts and frameworks. They are not intended to be curricula in themselves, nor are they complete units. Rather, they are guides for those who hope to improve existing curricular frameworks utilizing one of the six initial themes.

Again, our primary intention is to provide teachers with a wealth of resources helpful in teaching the six global themes. Comments on this theme guide should be directed to Dr. David L. Grossman, Director, Stanford Program on International and Cross-Cultural Education, Room 200, Lou Henry Hoover Building, Stanford University, Stanford, CA 94305; telephone (415) 497-1115. Any criticism and/or suggestions to improve future editions of this guide would be greatly appreciated.

UNDERSTANDING OUR CULTURAL DIVERSITY

A Theme Guide to K-12 Curricular Resources, Activities, and Processes

RATIONALE

Cultural diversity is a major part of our heritage. Throughout its history, the United States has drawn enormous strength from the contributions of its immigrants, and it continues to do so. It is therefore incumbent upon American education that it reflect the country's multi-ethnic origins so that each young citizen will know he or she has a stake in this society. (It is particularly important in California, a state that not only has the largest Asian population in the country, but is projected to have a Hispanic majority in its public schools by the turn of the century.)

It is also imperative that American students develop the skills and attitudes necessary for living in a diverse environment. This theme guide is intended to aid educators in the design of curricula which will provide students with effective skills and develop students' appreciation of cultural diversity.

GOALS

1. To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable instructional resource.

2. To develop an understanding of and appreciation for the linguistic and cultural pluralism of the United States and other countries with similar pluralism.

3. To develop an understanding of image formation, stereotyping, and their impact on individual and group dynamics.

4. To recognize the commonalities shared by all Americans (and all human beings).

5. To create an awareness of how world events affecting a root culture may also have an impact on its representative ethnic group here in the United States.

FORMAT

This theme guide is presented in MATRIX form. The following matrices offer SAMPLE ACTIVITIES and RESOURCES available for teaching about diversity. The culturally diverse classroom is a phenomenon that occurs at <u>all</u> grade levels and in <u>all</u> subject areas. Therefore, an attempt has been made to

include activities and processes for K-12 which can be utilized in a variety of disciplines. NOTE: Teachers may find some materials listed at one grade level adaptable for a different level. A more detailed explanation of the MATRIX format follows.

1. The SAMPLE ACTIVITIES are organized to correspond to each of the 5 goals. Some activities clearly realize more than one goal.

2. The SAMPLE ACTIVITIES are separated by grade level: K-3; 4-6; 7-8; 9-12.

3. The SKILLS identified form only a partial list.

4. Each RESOURCE listing includes the author and publisher. At least one source for obtaining the material appears in parentheses. Many of the items cited are available from one of the four main resource banks below:

Major Resource Banks

Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado
(303) 753-3106, -2426

Stanford Program on International and
Cross-Cultural Education (SPICE)
Lou Henry Hoover Building, Room 200
Stanford University
Stanford, California 94305
(415) 497-1114

Global Perspectives In Education, Inc. (GPE)
218 East 18th Street
New York, New York 10002
(212) 475-0850

World Affairs Council (WAC)
Schools Program
312 Sutter Street
San Francisco, California 94108
(415) 982-2541

5. The RESOURCE column offers sampling of the kinds of resources available (such as books, articles, units, lessons, films). A more extensive, though far from comprehensive, resource list appears at the end of the guide. As individual teachers incorporate the

suggestions presented here into their own curricula, the RESOURCES and ACTIVITIES corresponding to the themes in this guide will naturally be augmented.

CREDITS

BAGEP begins each academic year with a summer institute on Stanford University campus for teachers and curriculum advisers. Throughout the following year BAGEP uses the curricular themes to develop materials and to organize in-service programs around the cultural focus of the Summer Institute. The 1981-82 Institute focused on Asia, the 1982-83 Institute focused on Africa, and the 1983-84 Institute focuses on Latin America.

Bay Area teachers/participants who contributed to the theme guide and resource bank for **Understanding Our Cultural Diversity** during the past two Summer Institutes include:

Rita Duarte, Alum Rock Elementary; Barbara Schubert, Campbell Union Elementary; Martha Howard, Cupertino Elementary; Barbara Perkes, Davis Unified; Gary Leahy, James Pettee, and Gil Toibin, Jefferson Union High School; Alherman Van Lewis, Oakland Unified; Willie Erwin, Redwood City Elementary; Maria Nevarez and Frances Norton, San Jose Unified; Ed Flank, San Mateo Elementary; Jane Boston and Penny Rix, San Ramon Unified; and Judy Craig and Josephine Herrera, Stockton Unified.

Special thanks are due Tuckie Yirchott, who, while Coordinator of the Stanford Program on International and Cross-Cultural Education (SPICE), provided the leadership which made this theme guide possible.

Goal #1: To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable resource.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: K-3 CONTENT FOCUS: Language Arts, Social Studies, Art

sample activities	skills	resources
Photograph each child in the class. Each child creates own album: photo, personal information (date and place of birth), names and drawings of those living at home. Assist children in writing and sharing information. Post albums on wall: "Everyone is Special."	Oral Language Writing Making Comparisons	Rainbow Activities (book). Published and distributed by Creative Teaching Press, South El Monte, CA. (WAC)
* Students bring in a unique object (e.g., their favorite toy). Guide students in sharing information: "Please describe it. Why is it your favorite? How does it make you feel?" Each student writes story about his/her object. Use as an introduction to another culture: E.g., students investigate Japanese children's artifacts. Students create "American Discovery Box."	Listening Writing Making Comparisons Hypothesizing Decision-Making	"Through Children's Eyes: Student Discovery Box on Japan" (lesson plan). By the Japan Project. (SPICE/Japan)
* Show pictures of people helping others. Students brainstorm how they use hands: (a) to enrich others' lives; (b) to improve their physical environment; and (c) to contribute to their own well-being. Students trace their hands. On palms of paper hands, students draw examples of themselves doing something with their hands. Post on wall: "I Make the World a Better Place."	Observation Brainstorming Drawing	"I Make the World a Better Place" (lesson plan). By Rita Duarte, Alum Rock School District. (WAC)

Goal #1: To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable resource.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 4-6 CONTENT FOCUS: Health/Science, Art, Social Studies

sample activities	skills	resources
Students fill in a prepared chart of what they eat daily. Guide a class discussion on the nutritional values of a cultural variety of foods. Students will realize there is no one standard breakfast, lunch or dinner. For reinforcement, show bilingual Spanish-English filmstrip.	Data Collecting Observation	"Nutrition For You/Nutricion Para Ti" (filmstrip). Distributed by Bilingual Education Services, Inc., P.O. Box 669, 1607 Hope St., S. Pasadena, CA 91030-0669. (WAC)
* Students bring in an example of a unique way in which their parents/grandparents cured an illness or physical problem. The various remedies are discussed and compiled in booklet form for each student. Students will realize that medicinal remedies may vary from culture to culture.	Cooperation Making Comparisons Writing	"Update" Issue #15, Nov. 1981. (newsletter). Distributed by Outreach Services, Univ. of IL, 1208 W. California, Urbana, IL 61801. (WAC)
Students create personal mobiles using coat hangers as base. Mobiles include several features: photo of child and caption story; self-portrait; picture of home and story about family; favorites (food, sport, etc.).	Writing Drawing Balancing	"I Am a Lovable, Capable and Unique Individual" (lesson plan). By Rita Duarte, Alum Rock School District. (attached)
Parents help students to investigate their heritage. In class each student locates "roots" on collective world map. Class discusses "heritage" and America's diversity. Students make flags and clothing of countries they represent. Post on bulletin board around picture of globe.	Data Collecting Mapping Making Comparisons	"Where Do I Come From?" (lesson plan). By Penny Rix, San Ramon Valley Unified School District. (WAC)

Goal #1: To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable resource.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 7-8 CONTENT FOCUS: Social Studies/Language Arts

sample activities	skills	resources
* Students interview each other about their ancestry. Students identify ancestors places of birth on world map. After interviewing family members, each student constructs a family tree.	Interviewing Mapping	My Backyard History Book (book). By David Weitzman. Published by Li'tle, Brown and Co. (WAC,SPICE)
* Students write an autobiography stressing ancestry, or a biography of one particular ancestor. Students then research contributions of their group to American culture.	Creative Writing Researching Reporting	NCSS "How to Do It" Series 2, #5, 1981; "Family History: Coming Face to Face with the Past" (article). (WAC,SPICE) "Biographies of Grandparents" (lesson plan). By Barbara Miller & Jacquelyn S. Johnson. (WAC/ E.G. File #1)
Students recall a time they felt proud of themselves or others. Conduct "walk through the century" to review the history of a particular group. On slips of paper, teacher records statements about pride, struggle, hope, sorrow, etc. by well-known or little-known members of the ethnic group under study. Each student draws a slip from box and reads aloud to class. Discuss.	Listening Oral Language	"Being Black, Being Proud" (article/lesson plans). In Today's Education. (WAC)

Goal #1: To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable resource.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 9-12 CONTENT FOCUS: Social Studies

sample activities	skills	resources
Students research and assess an example of conflict from their own ethnic background. Discuss causes, effects, and methods of resolution. Hypothesize alternate resolutions.	Researching Evaluating Hypothesizing	"Activity Cards on Conflict" (kit). By Otero & Levy, CTIR. Examples in Intercom 79. (WAC,GPE) "The Cost of Ethnic Conflict" (lesson plan). In Teaching About Ethnic Conflict. By Steven Lam, CTIR. (WAC/SPICE)
Students research a well-known figure within their ethnic group (e.g., the local Mexican-American candidate for city council). Discuss attributes for leadership. Assess possible conflicts person may encounter and resolutions of those conflicts.	Researching Interviewing Evaluating	"Activity Cards on Conflict" (see above) local newspapers community newsletters local T.V./radio stations
Students research their family's immigration history: reasons for migrating; historical conditions in country of origin and in the U.S. at time of migration; expectations, etc. Some students may be invited to share first-hand immigration experiences. Students reflect on contributions of family members/group to the U.S. Class shares similarities and differences of members' migration patterns through "panel activity."	Making Comparisons Researching Public Speaking	"Migration North From Mexico" (unit/student handout). By the Latin America Project. (SPICE/Latin America) "Migration Panel Form" (handout). By Joyce Buchholz, World Affairs Council, San Francisco, CA. (attached)

Goal #2: To develop an understanding of and appreciation for the linguistic and cultural pluralism of the United States.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: K-3 CONTENT FOCUS: Language Arts, Art, Social Studies

sample activities	skills	resources
Parents help students research the history and meaning of their names (etymology, history, how chosen, etc.). By sharing their findings, students may discover that different cultures have similar processes for naming their offspring.	Asking Questions Comparing Reporting	"What's in a Name?" (lesson plan). By Penny Rix, San Ramon Unified School District. (attached)
* Students create picture about themselves beginning with their thumbprint. Students write simple statements about themselves underneath their print. Extension: students "connect" themselves with world on a personalized map and hang it side by side with thumbprint pictures.	Drawing Mapping	"You and Your Thumb" (lesson plan). Adapted by Chris Chreighton, Palo Alto Unified School District. From "Thumbprint Sentences," in Teaching Reading in the Social Studies--A Global Approach for the Primary Grades, CTIR. (WAC)
Read aloud to the class brief autobiographies of 5 young children from diverse ethnic backgrounds. Students share their similarities with children in the stories.	Listening Comparing Observing	Got Me a Story to Tell (book). By S. Yee & L. Kokin. Published by California Central Press. Available from St. John's Educational Threshold Center, 161 5th St., San Francisco, CA 94103. (SPICE/Latin America)

Goal #2: To develop an understanding of and appreciation for the linguistic and cultural pluralism of the United States.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 4-6 CONTENT FOCUS: Language Arts, Social Studies, Reading

sample activities	skills	resources
* Students are introduced to a different language through exercises in which they learn to value and appreciate another communication system. In small groups, students trace the origin of the Chinese language and investigate the role of language in all societies.	Comparing Reading Analyzing	"Demystifying the Chinese Language, Revised Edition" (curriculum unit). By the China Project, Stanford, CA. (WAC, SPICE/China)
Students read stories/poems in which newcomers to the U.S. describe their experiences as they learn to live in a new country. Discuss.	Reading Comparing	Arriving: N.Y.C., Me & The Other Me, Remembering, Changes (books) Distributed by A.R.T.S. Inc., 32 Market Street, New York, NY 10002. (SPICE/Latin America)
* Students bring in an object related to a family custom (recreational, religious, etc.), and write about the object's importance. Students read a partner's written description and underline the word or phrase that expresses the value of the object.	Clustering (pre-writing) Writing	Materials from the Bay Area Writing Project. (Call Marty Howard, Cupertino Elementary School District: (408) 245-0303)
Students collect magazine pictures that represent the diversity of people in the U.S. Class creates a collage by placing the pictures on an enlarged outline map of U.S. and adding students' photos. Discuss kinds of people represented and categorize (sex, age, job, etc.)	Selecting Categorizing	"We Help Create a Nation of Nations" (lesson plan) By Penny Rix, San Ramon Unified School District. (WAC)

Goal #2: To develop an understanding of and appreciation for the linguistic and cultural pluralism of the United States.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 7-8	CONTENT FOCUS: Social Studies	
sample activities	skills	resources
* Students walk through a culturally/linguistically diverse area near their homes. Students observe the variety of languages used (in advertising, on signs, newspapers, etc.). Students make connections between this community and others using the same language(s).	Observation Mapping	"Knowing Your Community" (lesson plan), GPE Series. (WAC,GPE)
* Students tour Chinatown San Francisco, or examine the community through slides. Students investigate the historical context and social significance of the establishment of several key institutions in the Chinatown community.	Data Collection Critical Obsevation	"Chinatown: Exploring a Community" (curriculum unit). By the China Project, Stanford, CA. (SPICE/China)
* Students describe themselves according to specified guidelines. Students mingle and compare their interests. Following "ice breaking" session, class discusses shared information as a lead-in to global awareness.	Listening Making Comparisons	"Who Are We?" (lesson plan). By Carol Leach, San Jose Unified School District. (attached)

Goal #2: To develop an understanding of and appreciation for the linguistic and cultural pluralism of the United States.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 9-12 CONTENT FOCUS: Social Studies, Literature, Drama

sample activities	skills	resources
Students examine art, film, short stories, poetry, etc. expressing a single perspective (ethnic, age, economic, etc.) and illustrating a "dilemma." Students identify artist's/author's concerns (e.g., traditional vs. modern society; minority vs. dominant culture, etc.). Students examine the form or word choice used to communicate the artist's/author's ideas. Compare a variety of works.	Reading Interpreting Literary Analysis	"The Turquoise Curtain: The Navajo Choice--Caught Between Two Worlds" (lesson plan) In Intercom 84/85. (WAC,GPE) See BAGEP Literature Themeguide.
Students investigate an issue or event in their community from the perspective of 3 different people/groups. Students document the views and discuss how the differences may result from the divergent background of those involved.	Observation Building Evidence Interviewing	"Activity Cards on Conflict" (kit). By Otero and Levy, CTIR. Examples in Intercom 79. (WAC,GPE)
Students are divided into 4 groups to role play 4 dilemmas for class. (E.g., Who shall go to college? Must she follow him anywhere?) Students will realize there are no "correct" endings. Discussion may lead to alternative "endings." Relate different viewpoints to the cultural pluralism of class.	Role Play Observation Alternative Thinking	"Dilemma of Change" (role plays). In Intercom 81. (WAC,GPE)
Students identify the ethnic groups that exist in their community and brainstorm sources of evidence to document the existence of the groups. Students collect evidence and make a collage reflecting their communities' ethnic diversity. Class discusses conflict and cooperation among community groups.	Observation Data Collecting Building Evidence	"Bring It In" (lesson plan). In Teaching About Ethnic Conflict. By Steven Lamy, CTIR. (WAC)

Goal #3: To develop an understanding of image formation, stereotyping, and their impact on both individual and group dynamics.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: K-3 CONTENT FOCUS: Language Arts, Science

sample activities	skills	resources
Introduce students to other languages through numbers, colors, names of animals, etc. Allow class members to be "Teachers." Discuss: Can we use different words to mean the same thing? Does it make sense that someone else uses different sounds to count or name colors?	Identifying Memorizing Pronunciation	"Comparative Numbers Chart" (handout). World Affairs Council, San Francisco, CA. (WAC) See Additional Resources.
* Students learn how their individual behavior affects their environment by observing dominoes falling. Discuss specific examples of behavior change and illustrate with "ripples diagram." Students select one behavior change they would like to implement, and describe the possible effects of that change.	Observation Diagramming	"Ripples" (lesson plan). By Rita Duarte, Alum Rock School District. (attached)
Students conduct experiments with water or mirrors to discover that their sense of sight can be fooled. Then students try to identify items in a grab bag by touch only. For reinforcement, read fables illustrating faulty perception ("The Blind Men and the Elephant," "Chicken Little," etc.). Discuss. Finally, show an inkblot to children and have each child draw a picture of what s/he sees.	Observation Identifying	"Fooling Our Senses" (lesson plan). In Communication, Part A, GPE Series. (GPE,WAC P.S. File #5)

Goal #3: To develop an understanding of image formation, stereotyping, and their impact on both individual and group dynamics.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 4-6	CONTENT FOCUS: Social Studies, Language Arts	
sample activities	skills	resources
In pairs students record guesses about one another's background and interests, then converse to confirm and correct guesses. Groups discuss their guessing experiences: Were they successful? What factors shaped their impressions? How reliable were their impressions?	Hypothesizing	Ethnic Discovery (unit). By Boston Children's Museum, 1975. (SPICE/Japan)
* Students write 3-4 adjectives they think apply to a specific group (e.g., **Japanese**, baseball players, teachers, etc.). Tally impressions and categorize: positive/negative, physical/emotional characteristics, etc. Do all students agree on group's characteristics? If not, why not? Discuss the origins of their impressions.	Categorizing	"My Perceptions of Japan" (lesson plan). By the Japan Project, Stanford, CA. (SPICE/ Japan, WAC)
* Students develop criteria for fairly judging others by designing a web around the caption "Describe Me." Students discuss consequences of unfairly judging someone and write a story about someone they know who was unfairly judged.	Webbing Evaluating Creative Writing	"Describe Me!" (lesson plan). By Mickey Korich, Oakland Unified School District. (sample webbing attached) (WAC)

Goal #3: To develop an understanding of image formation, stereotyping, and their impact on both individual and group dynamics.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 7-8 CONTENT FOCUS: Social Studies, Language Arts

sample activities	skills	resources
* Students record responses to "When I think of (country, culture, group, etc.), I think about _____." Tally and categorize responses: geographical/political/physical/emotional traits, etc. Students discuss the sources of their images and the similarities/differences among their responses. Students explore ways in which to check for the accuracy of their impressions.	Categorizing	Teaching About Diversity: Latin America (curriculum unit). By Switzer & Redden, CTIR. (SPICE/Latin America, WAC) Images of China (curriculum unit). By Smith & Otero, CTIR. (WAC, SPICE/China)
Students investigate origin and meaning of the term "stereotype." Class views Bill Cosby on Prejudice. Discuss why Cosby made the film and what he hoped to achieve. Through exercise (see above or below), students explore their own stereotypes. Discuss process: Formation of stereotypes, recognition of their existence, steps to dispelling them.	Critical Observation Analyzing	Bill Cosby on Prejudice (film). Monologue on prejudice; 25 min. (San Mateo County Office of Ed.)
Students are given a list of hypothetical people and asked to select appropriate gifts for them. After additional information is provided, students reconsider their choices. Discuss students' original choices and modifications. Students investigate the role of the media (especially TV) in shaping/reinforcing popularly held stereotypes (e.g., Blonds have more fun.).	Decision Making Analyzing	"People Tags" (lesson plan). GPE Series. (WAC,GPE)
After viewing TV program, students describe their similarities to and differences from teenaged characters portrayed. Discuss why TV characters might be stereotypes. Students write own stereotyped version of a character (business executive, mechanic, nurse, parent, etc.) and underline features which characterize the stereotype. Students add details to make their descriptions less stereotypical.	Critical Observation Writing	"Tuned In" (TV progam) Distributed by WNET/Thirteen, Education Division, 356 W. 58th St., New York, NY 10019.

Goal #3: To develop an understanding of image formation, stereotyping, and their impact on both individual and group dynamics.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 9-12 CONTENT FOCUS: Social Studies/Drama

sample activities	skills	resources
Students engage in a preliminary exerise before viewing the documentary film Misunderstanding China. Students investigate both the historical dimensions of American perceptions of the Chinese, and present-day perceptions.	Categorizing Critical Observation	Misunderstanding China (CBS documentary film); 55 min. (2 reels). Filmguide/unit by the China Project. (SPICE/China; rental fee: $15 + postage)
Students identify the "groups" to which they "belong" and assess the impact of these associations on their lives.	Identifying Categorizing	"Your groups" (lesson plan). In Cultural Sights and Insights, GPE Series. (WAC,GPE)
Students view examples of "photojournalism" without aid of printed captions, and then write a brief description of the incident/individual shown. Discuss the complexities of interpreting photojournalism: What role do background and frame of reference play in people's interpretations?	Critical Observation Hypothesizing	"Is a Picture Worth a Thousand Words?" (lesson plan). In Teaching Global Awareness Using the Media by Lamy, Myers, Von Vihl, Weeks, CTIR. (SPICE,WAC)
* Students participate in a simulation game involving interaction between 2 hypothetical "cultures." In a debriefing session students analyze the process by which they formed their images of the "foreign" culture, and then make analogies to cross-cultural perception in the real world.	Decision-Making Role-Playing Observation Brainstorming	Simulation Games: "Heelotia" Revised by the China Project. (SPICE/China) or "Bafa,Bafa" By Simile II, La Jolla, CA. (WAC)
Read a set of simple statements and ask a specific question. Reread and repeat question. Discuss why students couldn't answer originally, and could readily answer the second time. Introduce the therm "mind set." Through an historical example--the Europeans in Africa in the 17th/18th centuries--explore the role of prejudice in forming mental sets. How can "selective vision" be avoided? Interpret: "We see what is behind our eyes."	Reading Analyzing	Through African Eyes, Vol.II, Lesson 2. By Leon L. Clark. Distributed by CITE, 60 E. 42nd St., New York, NY 10165. (WAC, SPICE/Africa)

Goal #4: To recognize the commonalities shared by all peoples.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: K-3 CONTENT FOCUS: P.E., Geography, Social Studies, Music

sample activities	skills	resources
* Children learn and play games of **Africa** (and/or other areas of the world). Children list similar games they know. Discuss: Who usually plays such games? How do children learn to play games?	Listening Memorizing Making comparisons	"Zambian Games" (lesson plan). By Judy Craig, Stockton Unified School District. (attached) See bibliography.
* Children listen to a "quasi-folktale" explaining the origin of the **African** continent. Students then create their own folktales to explain "how something came to be." Students continue exploration of folktales from other lands. Discuss idea of "morals": How do children learn what is right and wrong through stories?	Listening Making Comparisons Creative Writing	"How Africa Got its Shape" (lesson plan). By Barbara Schubert, Campbell Union Elementary District. (attached) See BAGEP Literature Themeguide.
Students recall their favorite lullabies or bedtime stories. Class investigates purposes and musical forms of lullabies. Help students generalize universal aspects of child care, and discuss how individual families meet children's needs. Provide students with music to compose new lullabies.	Oral Language Making Comparisons Singing	"Lullabies Link People" (lesson plan). In Intercom 84/85. (WAC,GPE)
* Divide class into inner and outer circles,and have circles face one another. Students share a likeness and a difference with partner facing them. "Dial" inner circle and share again with new partner. Encourage higher-level exchange (opinions and preferences) as game progresses. Discuss commonalities and diversity discovered among class members.	Making Comparisons Oral Language	"Dial A Likeness, Dial A Difference" Communication Series, GPE. (GPE,WAC P.S. File #24)

Goal #4: To recognize the commonalities shared by all peoples.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 4-6 CONTENT FOCUS: Creative Writing, Math, Social Studies

sample activities	skills	resources
* Students view slides of Mexican children's "vision" of Mexico. Class develops a similar project: "The U.S. Seen By Its Children" creating their own original works illustrating geography, history, festivals and family life.	Observation Making Comparisons Writing/ Illustrating Cooperation	"Mexico Visto Por Sus Ninos" (curriculum unit/kit) Available from NFIE, Room 628, 1201 16th St. NW, Washington, DC 20036. (SPICE/Latin America, WAC)
* Small groups are each given an identical set of objects to measure. Using only things immediately available for reference, each each group devises own means for measuring the assigned objects. Class discusses methods employed and the necessity for similarity. Students analyze the role of measurement systems in trade relations and compare various systems.	Measuring Making Comparisons Cooperation	"Threads for the Web of Interdependence: The Needs for Standardized Measurement" (lesson plan) By Jane Boston, San Ramon Valley Unified School District. (attached) Africa Counts (book) By C. Zaslavsky. Published by Prindle, Weber & Schmidt, Inc., Boston, 1973. (SPICE/Africa)
Class members investigate their images of students requiring special education. Guide discussion of each individual's unique strengths and "areas for improvement." Students read article "Late Bloomer" (about Churchill) and discuss everyone's potential to overcome disabilities. For reinforcement, read story of young Japanese boy who transcends classmates' misunderstanding. Extension: joint project with students in special education class.	Oral Language Reading Research Cooperation	"Demystifying Special Education" (lesson plan) By Rita Duarte, Alum Rock School District. (attached) Crow Boy (book) By Taro Yashima. Viking Press, N.Y., 1955. (SPICE/ Japan)

Goal #4: To recognize the commonalities shared by all peoples.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 7-8	CONTENT FOCUS: Creative Writing, P.E., Social Studies	
sample activities	skills	resources
* Use unit produced by **Mexican** children as a model of original art and writing by young people. Students discuss both the universal values and the specific cultural characteristics reflected in the works. Students then write and illustrate their feelings about their own culture.	Observation Writing/ Illustrating Making Comparisons	"Mexico Visto Por Sus Ninos" (bilingual booklet). By the Latin America Project, (SPICE/Latin America)
* Students learn and practice simple set(s) of exercises from **China** and/or **Japan** and compare them to popular American exercise routines. Who uses the exercises? How are they "popularized?" How is excercise (fitness) viewed in Chinese/Japanese society? In American society?	Coordination Making Comparisons	"Chinese Exercises"/"Japanese Radio Exercises" (instructions/ cassette tape). By the China Project and the Japan Project. (SPICE/China,Japan)
* Students view examples of various activities and behavior in an effort to determine which are "innate" and which are "learned" from society. Discuss "universal" and "learned" behavior. Provide additional examples of each.	Evaluating	"People Are Just People" (lesson plan). (WAC, C.C. File #5)
* In small groups students brainstorm ideas for production of a film: Growing Up in the United States. What should be included in the film? Students view film about socialization in **Japan** and compare their experiences with those of young people growing up in Japan.	Critical Observation Making Comparisons	Growing Up Japanese (film). U.S.-Japan Trade Council production; 35 min. Filmguide by the Japan Project. (SPICE/ Japan)

Goal #4: To recognize the commonalities shared by all peoples.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 9-12 CONTENT FOCUS: Social Studies

sample activities	skills	resources
Students view film(s) about young people in other cultures as a catalyst for discussion of universal issues. o After viewing the film Alfonso: A Long Way from Home, about an Ecuadorian boy, students discuss the common phenomena of membership in a minority culture, and address how to preserve one's identity and culture within the context of a majority culture. o In Tauw students view the effects of unemployment on a Senegalese youth. Students discuss the frustrating effects of unemployment on people all over the world, and brainstorm possible ways to alleviate the problem of youth unemployment.	Critical Observation Analyzing Brainstorming Hypothesizing	Alfonso: A Long Way from Home (film). U.N. production; 19 min. Filmguide by the Latin America Project. (SPICE/Latin America) Tauw (film). By Ousman Sembene, 28 min. Filmguide by the Africa Project. (SPICE/Africa)
Students engage in comparative study of Aging and Death, by reading case studies from around the world and viewing artwork involving old people. Students then respond to questionnaire to clarify their own beliefs on death before examining death practices in in Mexico, India, and China. Using data collected, students form generalizations concerning aging and death. Students may pursue individual projects on aging.	Data Collecting Interpreting Visual Aids (Art, Graphs) Forming Generalizations	"Tilting Into Old" (lesson plan). In Intercom 84/85. (WAC,GPE) Death: A Part of Life (curriculum unit). By Otero & Harris, CTIR. (WAC,SPICE)
Students engage in a hypothetical exercise to gain an awareness of universal issues in education. Students view slide presentation on education in China and discuss similarities and differences with their own educational experiences by focusing on several topics: roles of teachers, students; education and work; role of higher education. Students conduct research on aspects of their own educational environment.	Decision-Making Critical Observation Interviewing	"Education in the People's Republic of China: A Cross-Cultural Teaching Unit" (curriculum unit). By the China Project. (SPICE/China)

Goal #5: To create an awareness of how world events affecting a root culture may also have an impact on representative ethnic groups here in the U.S.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 4-6 CONTENT FOCUS: Social Studies, Creative Writing

sample activities	skills	resources
* Class discusses "current conflict event." Students identify the major action(s) or chain of events, the geographic area, and the individuals/groups involved. Students further investigate background information (historical/social/political/economic conditions), and then hypothesize reasons for the conflict. Discuss: What impact does the conflict have on students/family members?	Data Collecting Analyzing Relationships	Contemporary Issues Theme-guide Distributed by BAGEP. (WAC)
* Students pretend they have gone to a far away place with no chance of returning home. After identifying what students miss most, class brainstorms ways to help remember family, friends, and home. Discuss how memories and tradition help people. Read lines from poem "Heritage" by Countee Cullen (beginning with "What is Africa to me?") and discuss. Students write and share poems "What is America to me?"	Listening Creative Writing	"Being Black, Being Proud" (article/lesson plans). In Today's Education. (WAC)

Goal #5: To create an awareness of how world events affecting a root culture may also have an impact on representative ethnic groups here in the U.S.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 7-8 CONTENT FOCUS: Social Studies, Language Arts, E.S.L.

sample activities	skills	resources
* Students invite grandparents or other older members of their community to come to class. Record the guests' reminiscences and opinions about what to preserve from the past for future generations. Choose speakers from various ethnic groups to reflect the pluralistic society. Class transcribes tapes and prepares a booklet representing what they have learned from their guest speakers.	Data Collecting Making Comparisons	"Biographies of Grandparents" (lesson plan). By Barbara Miller & Jacquelyn S. Johnson. (WAC/ E.G. File #1)
* Students identify representative ethnic characteristics in their environment (e.g., recycling as a way of life, filial piety, close family relationships, etc.) Discuss reasons for various forms of behavior, and why each is logical. Class may play simulation game to highlight the concept of cooperation and competition. Discuss the attitude toward each in root culture and American culture.	Observation Analyzing Cooperation	Asia: Teaching About and Learning From (book) By Seymour Fersch. (WAC) "Broken Squares" (game). By the China Project. (WAC, SPICE/China)
* Students write about their family and friends in their "home" country and/or about their experiences upon arriving in the U.S. Students illustrate their stories/poems and prepare a class collection of their works. Share materials with E.S.L. and other English classes.	Creative Writing	Arriving: N.Y.C., Me & The Other Me, Remembering, Changes (books). Distributed by A.R.T.S., Inc., 32 Market Street, New York, NY 10002 (SPICE/Latin America)

Goal #5: To create an awareness of how world events affecting a root culture may also have an impact on representative ethnic groups here in the U.S.

*Asterisk denotes lesson plan that is applicable to other grade levels.

LEVEL: 9-12 CONTENT FOCUS: Social Studies

sample activities	skills	resources
Ask class members (or guest speakers) who represent specific ethnic groups/nationalities to explain their perspectives on a given historical or current event (e.g., a Panamanian view of the building of the Panama Canal; an Iranian view of the hostage crisis; an Argentine view of the Falkland Islands crisis, etc.). Review textbook or news media coverage of the event. Students rewrite text/articles from another viewpoint. As reinforcement, use unit examining two perspectives of the Spanish conquest of the Aztec empire.	Alternative Thinking Writing	"Two Visions of the Conquest" (curriculum unit). By the Latin America Project. (SPICE/Latin America, WAC)
Through readings on Africa, students investigate a specific historical example of colonialism and the impact it continues to have on the world today. Class invites guest speakers from other nations to discuss legacies of colonialism in their homelands and how the colonial experience has affected their perceptions of the world today.	Reading Analyzing Listening Questioning	"Encounter in Africa" (lesson plan). In Intercom 86. (WAC,GPE)
Students read and discuss implications of magazine advertisement from World War II era. How were Americans' perceptions of the Japanese affected by the war? Students research impact of the war on lives of Japanese Americans at that time.	Reading Analyzing Relationships	"How to Tell Your Friends from the Japs" (magazine ad) From Time Magazine, 1941. (WAC) [AS] China, Japan) [AS] Farewell to Manzanar (book). By Jeanne Wakatsuki Houston. Published by Houghton Mifflin, 1973. (WAC) See BAGEP Literature Themeguide.

TITLE: I Am a Lovable, Capable, and Unique Individual (Personal Mobiles)

DEVELOPED BY: Rita Duarte

LEVEL: 4-6

TIME: As much as needed

MATERIALS:

___ scissors
___ string
___ crayons
___ glue
___ coat hangers
___ photograph of each student
___ writing paper
___ construction paper

INTRODUCTION:

The emphasis is on the process of creating a personal mobile, not on the finished product!

OBJECTIVES:

- To raise students' level of self-esteem
- To develop independent and responsible workers
- To assist students in identifying and clarifying their personal values
- To acknowledge and share personal attributes
- To better appreciate uniqueness
- To create opportunity for cross-cultural comparison
- To realize potential to contribute positively to the world

PROCEDURE:

1. Guide students with visual images ("magic movies") by helping them to:

   a. recall specific situations or nice memories
   b. emphasize their successes
   c. imagine their potential for the future

2. Students share their information about themselves in pairs or small groups.
3. Students work individually on written descriptions of the above, and edit their work.
4. Students draw self-portraits, pictures of home, family, hobbies, etc.
5. Students draw diagrams of balanced mobiles (including all components they wish to use), and select their favorite arrangement.
6. Students balance the pieces of their personal mobile and connect them.
7. Class members share their personal mobiles with one another.

TITLE: Migration Panel Guide

ADAPTED FROM: "The Ways to San Jose" by Joyce Buchholz (1981)

LEVEL: 9-12

TIME: 1-2 class periods

OUR PANEL MEMBERS: Students introduce themselves and their countries of origin. (Nametags may be helpful.)

PROPOSED QUESTIONS:

1. Why did you (or your parents, grandparents, etc.) leave your country to come to the U.S.? How did you come to live in _____?

2. a) Compare the cultural differences between your home country and where you now live, including a discussion of the "quality of life."

   b) What do teachers in your community need to know about students from your home culture in order to improve mutual understanding?

3. FOR STUDENTS WHO THEMSELVES IMMIGRATED:

   a) Give one or more examples of culture shock or other difficulties you encountered as a new immigrant.

   b) What advice would you give to immigrants from your home country before they come here?

   c) What advice would you give to Americans about how they could assist new immigrants?

4. FOR STUDENTS WHOSE PARENTS OR GRANDPARENTS IMMIGRATED:

   a) What aspects of your "home culture" have your parents/grandparents especially preserved in America?

   b) In what ways have you served as a "bridge between two cultures" for your parents/grandparents?

   c) What advice would you give to other children of immigrant parents?

5. Please describe personal experiences with misperceptions/prejudices in your new country.

TITLE: What's in a Name?

DEVELOPED BY: Penny Rix

LEVEL: 2-6

FOCUS: Social Studies, Language Arts

TIME: 120 minutes

MATERIALS:

___ But Names Will Never Hurt Me. Book by Bernard Waber
___ Homework Sheet for each student (sample appended)
___ Art Supplies: scissors, glue, 2" x 18" strips of construction paper
___ Old Magazines (with letters to cut out)

INTRODUCTION:

Everyone is given a special name and everyone should find out why he/she received a signature. What if everyone in the world had the same name? What would happen?

OBJECTIVES:

- Each student will appreciate his/her uniqueness
- To learn the common processes and approaches that people have used in assigning names

PROCEDURES:

[DAY 1]

1. Discuss your name with students: first, middle, last.
2. Read But Names Will Never Hurt Me to the class, and discuss.
3. Introduce the homework sheet to students and explain that each class member will investigate his/her own name.
4. Children go home and talk to parents about their name -- where it came from; how it has changed, etc.

[DAY 2]

5. Students share the information they have gathered on their homework sheets.
6. Students copy the reasons for their special name on notecards and post on bulletin board.
7. Each child is given a strip of construction paper and a couple of magazines. Children cut out letters of their name and glue on their strips. Example:

SUSAN PENELOPE RIX

8. Follow-up discussion:

a. Where does my last name come from?
b. What changes may have occurred in the family name over time?

SAMPLE HOMEWORK SHEET

Dear Parents:

Your child's assignment is to find out about his or her special name. Please help your child to answer the following questions. Thank you.

1. WAS I NAMED AFTER ANY PARTICULAR PERSON? IF SO, WHO? WHY?

2. WHY DO I HAVE MY FIRST NAME?

3. WHERE DOES MY MIDDLE NAME COME FROM?

4. DO I HAVE ANY "SPECIAL" FAMILY NAMES OR NICK-NAMES?
(example -- Your teacher is called "Peanuts" by her Dad)

5. WHERE DOES OUR LAST NAME COME FROM?

6. HAS OUR LAST NAME CHANGED OVER TIME? IF SO, HOW?

TITLE: Who Are We?

DEVELOPED BY: Carol Leach

LEVEL: 7-12

FOCUS: Social Studies

TIME: 2 periods

MATERIALS:

___ "teaching" form (model appended)
___ overhead projector (optional)
___ blank form (of model) for each student

INTRODUCTION:

This lesson is ideal as an introduction or icebreaker for new classes. The exercise will help establish "in-group" awareness as well as assess individual talents, interests, and global knowledge among class members.

OBJECTIVES:

- To develop self-awareness which will lead to awareness of other cultures
- To share knowledge of other cultures which will serve as a foundation upon which the class can build
- To increase each student's ability to express and describe his/her personal background to others
- To listen to the interests and backgrounds of others

PROCEDURES:

[DAY 1]

1. Display the "teaching form" on the chalk board or on an overhead projector.
2. Give each student a blank form and instruct them to fill in the circle and four rectangles according to the model.

[DAY 2]

3. Students mingle and compare interests with one another.

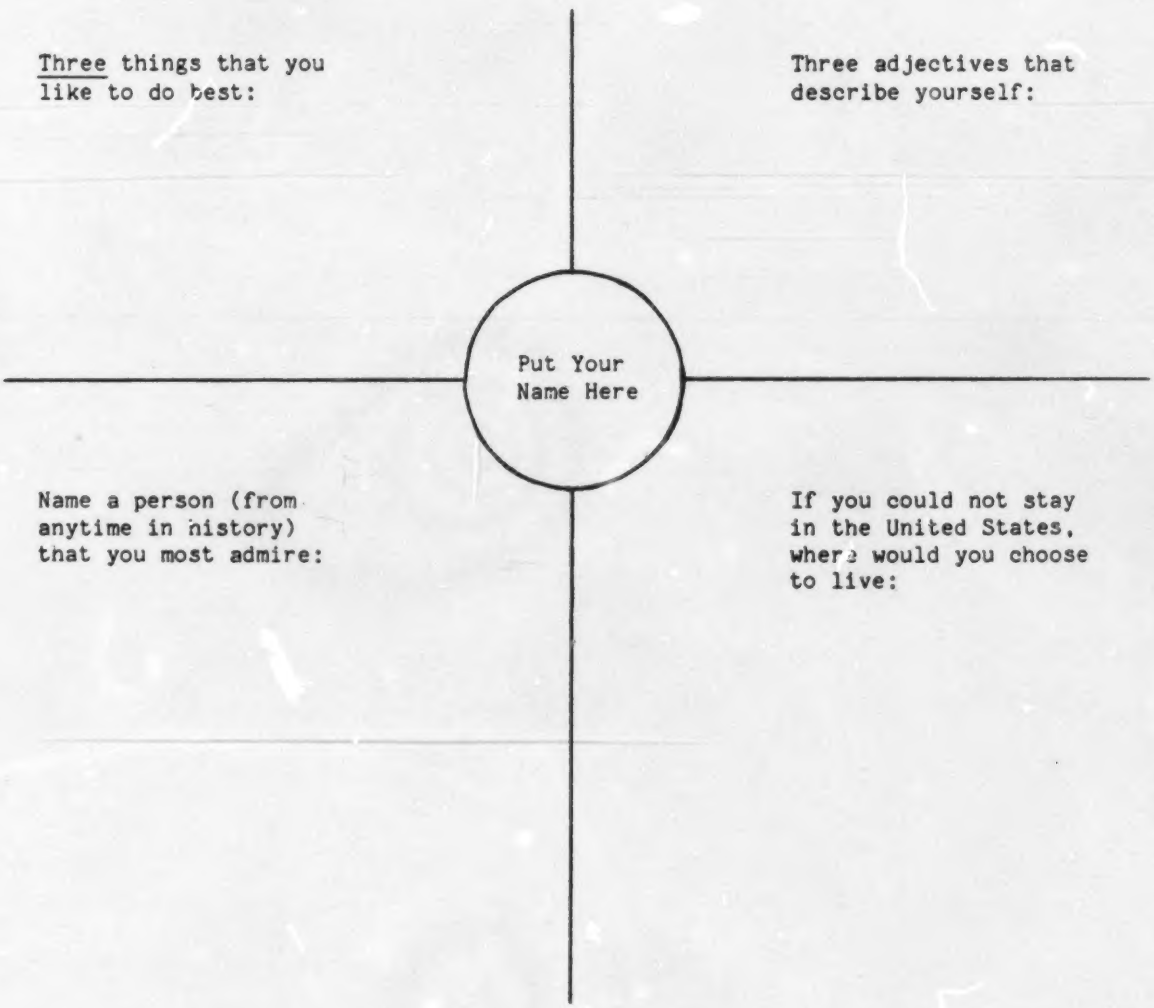
[DAY 2 or 3]

4. Class discusses the last item as a lead-in to global awareness. Use of a wall map is recommended. (If possible, students should be sitting in a "U" with the map at the open end, to facilitate discussions.)

NOTE:

This lesson is highly successful with all age levels and can be adapted for various desired outcomes. It is most successful when the class is not inhibited by constraints on noise level or movement. A less desirable method can be used if such constraints do limit the lesson. In such case, each student tells the class about himself/herself and members of the class join in with comparisons, comments, etc. (This also takes more time.)

SAMPLE TEACHING FORM


Three things that you like to do best:
Three adjectives that describe yourself:
Put Your Name Here
Name a person (from anytime in history) that you most admire:
If you could not stay in the United States, where would you choose to live:

TITLE: Ripples

DEVELOPED BY: Rita Duarte

LEVEL: 4-6

FOCUS: Social Studies, Oral Language, Math, Geography

TIME: one class period

MATERIALS:

___ set of dominoes
___ "Ripples" diagram (appended)

INTRODUCTION:

An individual's action or inaction creates ripples of consequences in the universe. It is most reassuring and motivating to know that our personal behavior can make such a profound difference.

Teachers are in an ideal position to promote social consciousness and decrease the sense of alienation their students may feel in this increasingly complex world. Emphasizing the potential value of an individual's behavior can be a useful and meaningful activity.

OBJECTIVES:

- To stimulate an appreciation for the role each individual and group plays in the society
- To increase each student's self-awareness and self-esteem
- To create an awareness of how individual behavior may have an impact on others
- To demonstrate relationships between students' own lives/environment and contemporary issues

PROCEDURES:

1. To focus the learners' attention on the subject and to create a visual image of an abstract idea, knock over a set of standing dominoes.
2. Guide a discussion on the following:
   a. Although I touched only one domino, they all fell. Why?
   b. Are the dominoes connected in some way? How is the first piece related to the last one?
   c. If we were to set up thousands of dominoes in this way, what would happen if I knocked the first one over? How can you be certain?
3. An individual's behavior has a powerful effect on the environment. What you do today influences the people with whom you are in contact. They are affected by your actions, and will, in turn, influence others. This larger circle of people, whom you might not even know, will then be moved by something you did!

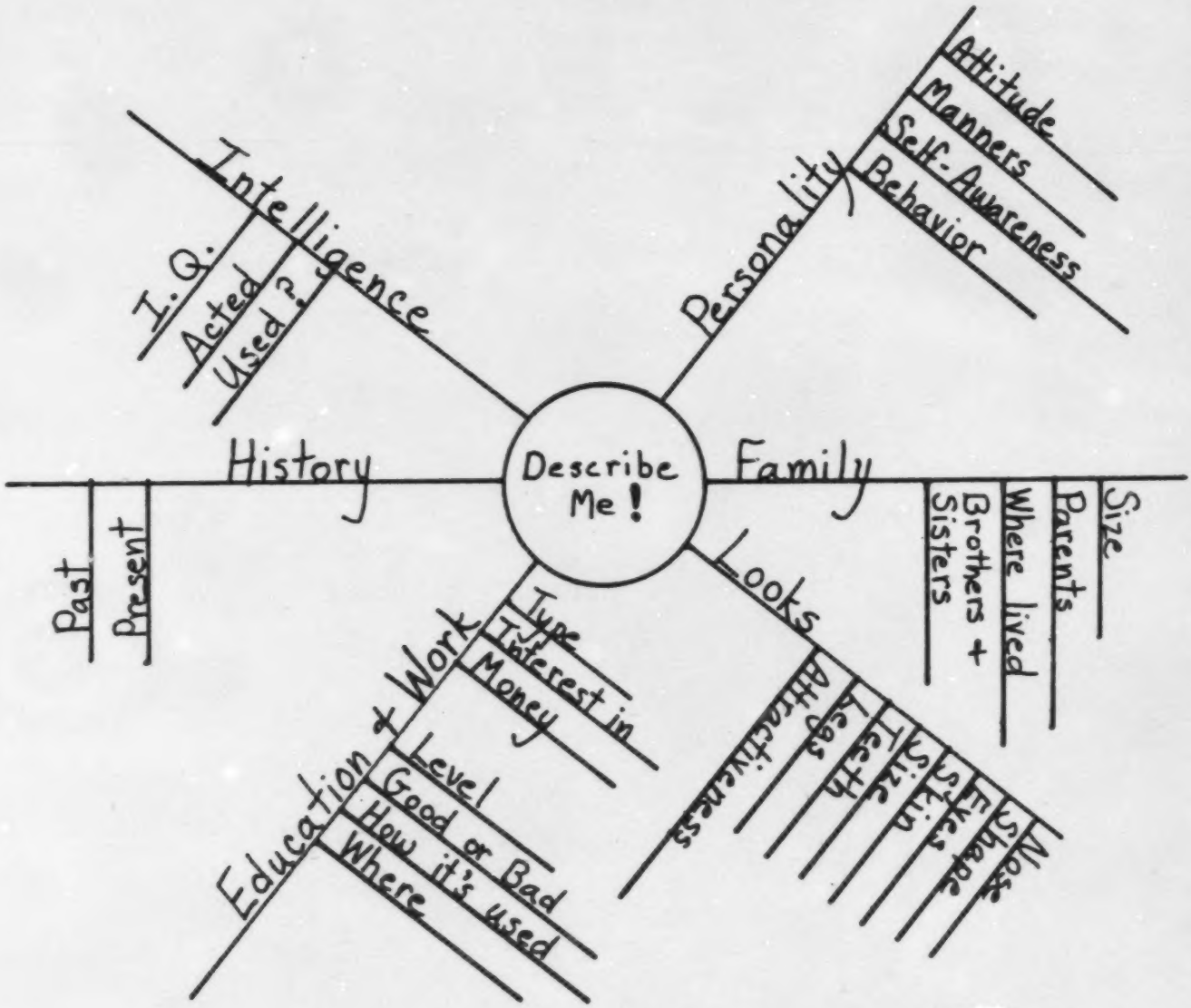
4. Example: Orlando has made an important decision about his behavior. He used to fight alot with his friends. Recently he decided that he wanted to stop fighting.
   a. What will happen to his friends when Orlando becomes more friendly and cooperative?
   b. What will happen to him at home when a happier Orlando interacts with other family members?
   c. When he and his friends become more pleasant and cooperative, what change will we see on the playground?
5. As Orlando and his friends continue to influence others, not only do their personal lives improve, but so do the lives of a number of people in the immediate community. As the neighborhood changes, so does the city. A better city makes a better state. By improving California the country has become a better place. Ultimately, Orlando's behavior can have a positive effect on the entire global community!
6. Show the ripples diagram, and discuss it in terms of the example of Orlando.
7. Take this opportunity to reinforce a particular desired behavior by demonstrating its potential, far-reaching impact on others (using the "ripples" diagram.
8. Have students describe a particular past behavior and its influence on others.
9. Students then select one particular behavior change they would like to make and describe the possible effect of that change. Students may wish to draw their own "ripples" diagram illustrating the changes.

RIPPLES DIAGRAM

TITLE: Describe Me!

DEVELOPED BY: Students of
Mickey Korich

EXAMPLE OF WEBBING
(completed by 32 students Grades 5/6)



TITLE: Zambian Games

DEVELOPED BY: Judy Craig

LEVEL: K-3

FOCUS: P.E., Recreation, Listening, Music, Language Arts

TIME: one class period per game

MATERIALS:

___ tapes of chanting and music by Rachel Samoff, Palo Alto (available through World Affairs Council and SPICE/Africa)
___ words for games (attached)

INTRODUCTION:

Games are played in all cultures, and many appear to have a common model. These games are played together by children as a form of recreation, sometimes with adult participation.

OBJECTIVES:

- To recognize world commonalities in forms of recreation
- To enjoy language, rhythm, and movement activities

PROCEDURE:

Note To Teacher: When introducing games, especially in another language, certain steps are advisable:

1. Introduce rules, boundaries, game procedure.
2. Introduce words/music. Have students repeat without movement activity.
3. Combine words and movement.
4. Play with the kids and HAVE FUN!

GAMES FROM ZAMBIA: Introduced by Rachel Samoff
(BAGEP Summer Institute on Africa, July 1982)

I. **KAMBUZI** ... Little Goat (similar to "Duck, Duck, Goose")

	Leader	Response
A.	KAMBUZI KALIRA-LIRA	ME!
B.	NDEPELO MUNANDI	ME!
C.	O TWANGALA NAKWE	ME!
D.	PEFYE KUSUKULU	ME!
E.	MEE ME!	ME!
F.	MEE ME!	ME!
E.	KALIRA-LIRA, KALIRA-LIRA, etc.	ME!

PROCEDURE:

1. Form a circle.
2. While leader chants lines A, B, C, and D and others respond with ME!, one child goes around the circle.
3. While leader is chanting lines E and F, the child taps someone on the head and runs...
4. Once a child has been tapped, everyone says line G very fast, clapping until the child who was 'it' is seated.
5. Repeat.

II. ICHIKONKOMA ... (meaning)

	Leader	Response
A.	MUGANDA YANDI MULELIRA ICHIKONKOMA	SACHA!
B.	MUGANDA YANDI MULELIRA ICHIKONKOMA	SACHA!
C.	ECHA MUSUMBI SACHA	
D.	(in unison) EEEEE SACHA!	
E.	ICHIKONKOMA SACHA	
F.	(in unison) EEEEE SACHA!	

PROCEDURE:

1. Everyone sits in a circle.
2. Chant lines A-B.
3. On lines C and D, group jumps toward middle.
4. Leader chants line E and jumps back.
5. All chant line E.
6. Repeat lines C-F, jumping back and forth.
7. Return to beginning and repeat until you are tired.

III. KAMLISHA KALAMBE (Play a regular game of tag and use this chant as an accompaniment.)

KAMLISHA KALAMBE
KAMLISHA
HOO! HOO!

TITLE: Spin-off on Folk Tales
"How Africa Got Its Shape"

DEVELOPED BY: Barbara Schubert

LEVEL: K-6

FOCUS: Language Arts, Geography

TIME: 30 minutes

MATERIALS:

___ Folk tale from Africa (or another culture)
___ A "quasi" folktale (appended)
___ Triangular-shaped pieces of paper (from 9" x 12" paper)

INTRODUCTION:

Folk tales are found in many different cultures. The content often reflects the environment or natural phenomena unique to the geography of a particular area, but the theme is often a common one, running through the history of humankind. This activity exposes children to one way in which the physical shape of a land mass could be explained through a type of "creation" myth.

OBJECTIVES:

- To recognize the commonalities shared by all peoples
- To understand how "creation" myths came to be

PROCEDURES:

1. Introduce folk tales by reminding students of some they may already be familiar with. Depending on grade level, you may want to spend some time discussing the types of folk tales known, and classifying them with students.
2. Read an African folk tale (or a tale from another area) and determine its "type."
3. Invite students to participate in the creation of a folk tale by following along (using the triangles) while you read.
4. Using the finished product, spin-off activities may include:
   a. pre/post test on drawing outline of Africa
   b. locating the equator and determining approximate climatic regions
   c. writing similar "creation" myths for other continental land forms
   d. creating a folk tale about an everyday object:
      - "How a Dish Came to Be"
      - "How a Drinking Fountain Came to Be"

HOW AFRICA GOT ITS SHAPE

by Barbara Schubert

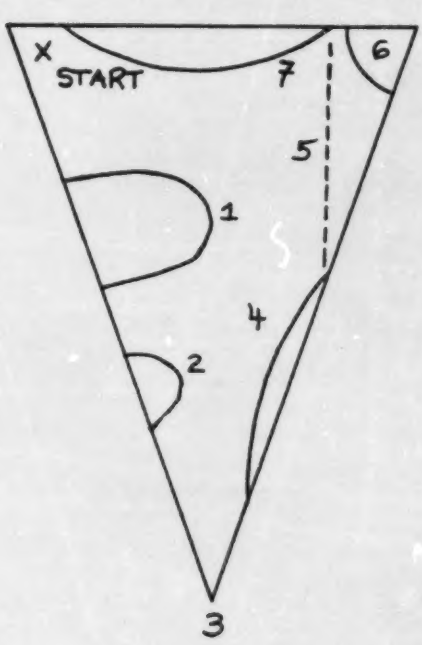
Once upon a time, a young rabbit lived upon a large triangular piece of land. He had made a good home for himself, but being young and curious, he wasn't satisfied for he wanted to know all that there was to know about his world. He knew, for example, that there were terrible beasts who lived but 400 hops away. He had not seen them, but he had heard their terrible roars during storms and he had seen the results of their angry wrath in the uprooted trees that lay scattered about after a storm. Nevertheless, he had to know about his world and so he set off to explore his world.

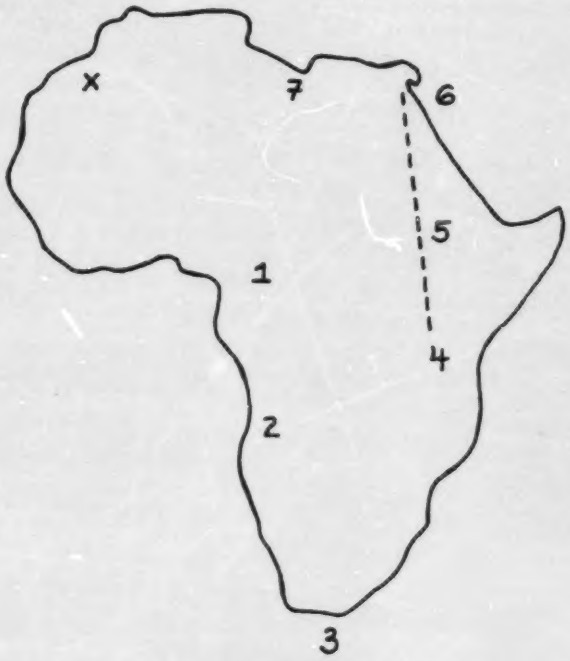
He had gone about a fourth of a day's journey when he heard a fearsome voice call out to him. "Rabbit, Rabbit, I'm coming to eat you." Thinking quickly, the rabbit said, "I'm frozen with fear, I'll stay right here." The terrible beast peered through the rainforest and saw a huge rabbit lying still on the ground. The beast did not know it was only the rabbit's shadow, and in three great leaps, he sunk his huge fangs into the still rabbit. The wily rabbit was very quiet and as he moved away, he could hear the terrible beast eating the ground where his shadow lay.[1]

The rabbit continued on his way, but he had not gone far when he again heard a terrible voice. It said, "Rabbit, Rabbit, I'm going to eat you." And again, the rabbit said, "I'm frozen with fear, I'll stay right here." And again, in three giant leaps, the terrible beast sunk his huge fangs into the still rabbit, and again got a mouthful of earth, trees and rocks.[2] The rabbit moved on -- and soon found himself at the end of his world.[3] Looking about him, he decided to return home a different way so as to avoid meeting the terrible beast.

He traveled slowly, stopping now and then to listen. As he made his way home, he again heard the voice -- even more terrible than before -- for the beast was very angry now. "Rabbit, Rabbit, I'm coming to eat you!" And once again, the rabbit said, "I'm frozen with fear, I'll stay right here." And again, in three giant leaps, the beast was upon the still form of the rabbit and again, sunk his fangs into the earth.[4] Rabbit again moved on, more quickly this time, for the beast was coughing and choking on the earth and made a monstrous, fearsome sound that shook the earth. It was so fearsome and scary that rabbit panicked and began to cut across the land, his heart pounding with fear. He thought of his brothers and sisters, he thought of his brave father; he thought of his mother and the wonderful tales she used to tell. Suddenly he stopped. He remembered one of those tales. In it, he remembered his mother saying, "The shortest distance between two points is a straight line." And so he set off as fast as he could go, following a straight line course.[5] In his haste, he didn't stop to listen to the sounds around him and so was completely taken by surprise when he again heard the terrible voice say, "Rabbit, Rabbit, I'm going to eat you!" And once again, the rabbit answered, "I'm frozen with fear, I'll stay right here." This time, the terrible beast took three giant leaps and sunk his terrible fangs into the earth on the edge of the rabbit's shadow.[6] The beast was so heavy from all the earth and rocks and trees he'd eaten that the earth couldn't hold him and he fell off into the sea with a terrible roar.[7]

The rabbit, almost exhausted, scampered away toward home and never, never left his home again. The terrible beasts still roar during storms and rabbit still can see the results of their terrible wrath in the uprooted trees scattered about after a storm. But he does not venture out from his home for he knows that "In his own home, a man (or rabbit) is king."





TITLE: Threads for the Web of Interdependence: The Need for Standardized Measurement

DEVELOPED BY: Jane Boston

LEVEL: 4-8

FOCUS: Math

TIME: two 20-25 minute periods

MATERIALS:

___ 4-6 sets of objects of varying length
___ Student handout or visual aid of same information

RECOMMENDED BACKGROUND READING:

Africa Counts by Claudia Zaslavsky; published by Prindle, Weber & Schmidt, Inc., Boston, 1973. (Chapter on measurement)

INTRODUCTION:

In today's increasingly interdependent world, a system of standardized measurement has become a necessity as auto parts from Japan are assembled in Detroit to create a car to be sold in Ghana. Early people from all cultures used measurement only for rough comparisons, using whatever was available as a unit of reference. Though the instruments were not precise, the basic process of choosing a measuring unit and comparing it with the object being measured has not changed. This lesson explores the process of measurement and the reasons for gradual standardization on a wider and wider basis.

OBJECTIVES:

- To gain an understanding of the common bases for measurement in many cultures
- To understand the process of measurement
- To understand the need for standardized measurement
- To gain an appreciation for the move toward the metric system in the United States

PROCEDURES:

[DAY 1]

1. Divide class into groups of six.
2. Give each group a set of identical objects to be measured. Ask each group to devise a means of measuring the objects, using only those things immediately available for reference.
3. Have a recorder in each group list each object and the standard by which it was measured.
4. Groups share their results.

5. Discuss the results, using the following (or similar) questions as a guide:
   a. What did each group need to do in order to measure each object?
   b. Are there any similarities in the "measuring systems" groups devised?
   c. Are there any differences?
   d. What would happen if Group A wanted to trade with Group B? Can you foresee any problems?
   e. If there are problems, what would have to be done in order to trade fairly with one another?
   f. Can you see any connection between the solution to the groups' problems and the move for the U.S. to convert to the metric system? (POSSIBLE HOMEWORK QUESTION)
   g. What do you think is meant by the term "standardized measurement"?

[DAY 2]

6. Discuss the early Swahili and English measuring systems and their evolution to the British imperial system using the handout (appended) or a visual representative of it. Finally, discuss the recent conversion to the metric system. Focus on the following:
   a. the commonalities of the early systems (use of body parts)
   b. the historical trends that moved standardization of each system in the same direction (colonization)
   c. current economic interdependence that has moved each to the metric system
7. Have students answer the following in short essay form:
   a. What is needed in order to measure?
   b. Describe the process of measuring?
   c. What is standardized measurement?
   d. Why is standardized measurement necessary?

Examples of Linear Measuring Systems

Early Measurements

SWAHILI (East Africa)

shibiri (shee-bee-ree)	=	from the tip of the thumb to the tip of the little finger	
mkono (Hum the 'm' without prolonging it)	=	distance from elbow to tip of extended middle finger	(= 2 shibiri)
pimi (peemee)	=	distance from middle finger tip to middle finger tip of extended arms	(= 4 mkono)
futi (footee)	=	length of the human foot	

ENGLISH

span	=	from the tip of the thumb to the tip of the little finger
cubit	=	the distance from the elbow to tip of extended middle finger
fathom	=	distance from middle finger tip to middle finger tip of extended arms
foot	=	length of the human foot
inch	=	distance from knuckle to tip of the thumb

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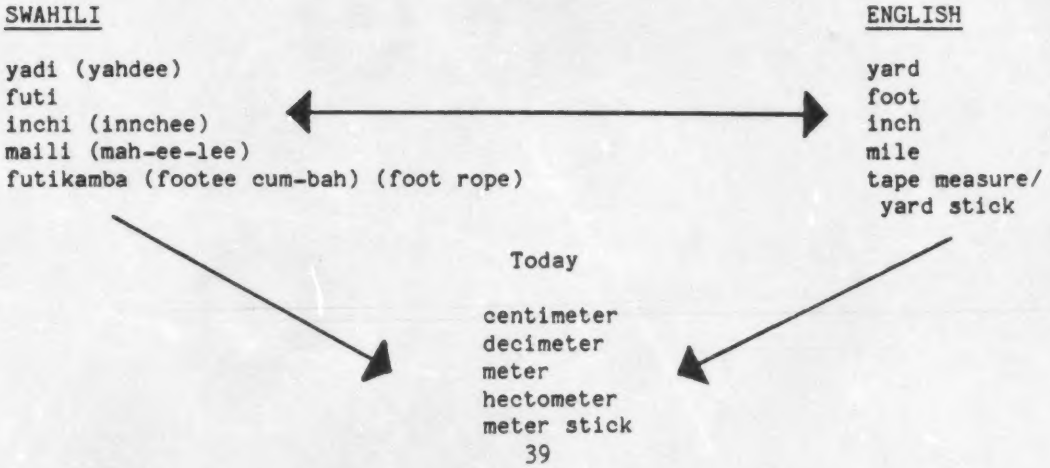
Later Measurements (British Imperial)



TITLE: Demystifying Special Education

DEVELOPED BY: Rita Duarte

LEVEL: 3-6

TIME: 30 minutes

MATERIALS:

___ reading "You May Be a Late Bloomer" (appended)

INTRODUCTION:

Unfortunately, "Special Education" students are often regarded as inferior people within the elementary school environment. It is a sad reality that students in "regular" classes have ridiculed or simply ignored those children who have been labeled by our system as "handicapped." The institutionalized segregation of students with exceptional needs has created an exaggerated idea of their handicaps.

We as teachers could promote a more realistic view of individual differences and needs. In reality we are more similar than we are different. There is an indisputable need to teach children the reasons for special education placement, the value of the individual, and the importance of treating others with respect.

OBJECTIVES:

- To develop skills for living in a world of diversity
- To promote an appreciation for individual uniqueness
- To recognize commonalities that students share as "learners"
- To raise the level of awareness and appreciation for differences in learning styles

PROCEDURES:

1. Begin by asking students: "How many different kinds of people are there in the United States?" The students might need some additional guidance before they respond that each person is different.
2. Once they have agreed that there are as many different "types" as there are people, discuss more specifically how individual members of the school are different. Use specific children within the classroom as models of uniqueness and diversity.
3. Emphasize "We each have our own unique set of strengths and weaknesses." In order to motivate students to share, you may want to describe a few of your own strengths and weaknesses. Students may then share their particular strength as well as areas which they would like to improve.
4. Emphasize: "Students in Special Education (E.H.) programs have their own unique sets of strengths and weaknesses, too." They are normal children who need to work on certain areas. Their particular needs are better met in a special class. Special Education students are intelligent and have the ability to improve their academic work, just as everyone does. Upon reaching a particular level, they will return to the regular classroom.

5. Discuss: Commonalities among all LEARNERS.
6. Introduce famous people who had serious academic difficulties as children: Albert Einstein, Winston Churchill, Nelson Rockefeller, and Helen Keller. With appropriate training, these famous people were able to overcome their disabilities.
7. Students read story about Churchill.

EXTENSION ACTIVITIES:

1. Students (individual or in small groups) research and report to the class more extensively on a famous person who overcame a disability.
2. Plan a joint project with the students in the Special Education class. (e.g., a field trip, P.E., lunch together, etc.)
3. Encourage mainstreaming when appropriate.

"You May Be a Late Bloomer"

A student from a wealthy family barely made it through Harrow, a very famous English undergraduate school. His family wanted him to attend a very prestigious university upon his graduation from Harrow, but the young boy had to be tutored three times by a private tutor before he could even get into the upper-level-school. "I don't believe this child went through Harrow," the learned tutor exclaimed. "I think he went under Harrow. He's just not very bright!" That student's name was Winston Churchill!

There are lots of late bloomers, and if you've got courage, you won't be discouraged if you come in second again and again and again. Someday you may well end up being Number One! But if you don't have courage, you will quit, and then you'll never succeed!

SUPPLEMENTAL RESOURCES

GOAL #1

More on Diet and Health:

Dining Customs Around the World. Exley Publications. (Customs associated with eating. Includes information about 53 countries. Recipes. Grades 6-9.) (WAC)

Where There is No Doctor/Donde No Hay Doctor. By David Werner. Published by and available from La Fundacion Hesperian, P.O. Box 1692, Palo Alto, CA 94302. (Source written in either English or Spanish with information on community health care. Good introductory section on "home remedies.") (SPICE/Latin America)

More on Ethnic Heritage:
(elementary)

Teaching About Ethnic Heritage. By CTIR, 1978. (An activities book for Grades 6-12.) (WAC)

Hands on Heritage. By Nancy Lee and Linda Oldham; Hands On Publications, Long Beach, CA. (An experiential approach to Multicultural Education.) (SPICE/Latin America)

Teaching Ethnic Awareness. By E. W. King. Published by Goodyear Publishing Co. (Methods and materials for elementary level.)

Human Relations. By Cupertino Union School District. (Materials for grades 1-6. Suggestions for possible classroom activities relating to heritage and cultural awareness.)

More on Specific Ethnic Groups:

Whispers from the First Californians: A Story of California's First People. Published by Magpie Publications, 1980. (Notebook form; text, maps, task cards, activities and sources on California Indians. Grades 4-8.) (WAC)

"Manjiro Was the First Man." Article from Nishi Bei Times, Commemorative Edition, Spring 1969, San Francisco. (Describes several early Japanese settlers in America, and explores the contributions they made to their new home.) (WAC)

Sharing Our Diversity: The Chinese American, The Filipino American, The Japanese American, and The Mexican American. By Sacramento City School District. (Collection of activities and good background information. Levels 1-6; each level treats different culture.) (WAC)

SUPPLEMENTAL RESOURCES

"In America Series," including: The Japanese in America, by N. Leathers; The Chinese in America, by Claire Jones. Also The East Indians & Pakistanis in America, etc. Published by Lerner Publications Co., Minneapolis. (Describes background of immigrant groups, their reasons for immigrating, their life in America, and prejudice they encountered, etc.) (SPICE/Japan, China)

Expanding Cultural Horizons and Outlooks, People of the Northwest: A Cultural Mosaic. (A resource package for "Youth leaders" researched and distributed by the ECHO Program, Portland State University, Portland, OR 97207. Includes "Focus on Finnish-Americans", "Focus on Jewish-Americans", and others.)

"Helped Build America Series," including: The Japanese Helped Build America, and The Chinese Helped Build America, both by J. and D. Dowdell. Published by Julian Messner. (Describes contributions of ethnic groups to American society and culture.)

Series of 10 books including: Japanese, Chinese, Mexican, Self-Image, Reflections & Images. By Schubert and Bird. (Cultural activities for K-6 children. Designed to reinforce basic skills, enhance self-concept and increase cultural awareness.)

Language and Orientation Resource Center, Center for Applied Linguistics, 3520 Prospect Street NW, Washington, DC 20007, (800) 424-3750,3701. (CAL has put together a series of excellent resource guides on various immigrant groups to the U.S. (e.g., Haitians, Cubans, Cambodians, Vietnamese, etc.). A second set includes groups not as present in the U.S. (e.g., Ethiopians, Mien, Kurds, Soviet Jews, etc.) Order through ERIC. (WAC)

GOAL #2

More on Names:

Happy Days. By C. Price. Published by the United Nations. (Book suggesting names for children and why they received them. Elementary/middle school level.) (WAC)

More on Diversity:

People. By Peter Spiers. Published by Caldecott Press, N.Y. (A picturebook emphasizing diversity.) (Available at most Bay Area Libraries)

The Family of Children. Published by Ridge Press, distributed from Grosset and Dunlay, N.Y. (A photo essay on children and youth in all cultures.) (WAC)

Dear World. By Exley Publications. (Collection of writing and drawings by children from 50 countries; Grades 2-12.) (WAC)

SUPPLEMENTAL RESOURCES

More on Communities:

INFORMATION ON JAPANTOWN, including:

a) "Manjiro to Nihonmachi." Reprint from the Honolulu Star Bulletin on the building of San Francisco Japantown. (WAC)

b) Elementary level tour packet. Developed by San Ramon Unified School District for 3rd grade. (WAC)

c) Informational/resource materials for teachers' tour through Japantown. Developed by Tuckie Yirchott for BAGEP Institute 1981. (WAC)

GOAL #3

More Language Resources for Young Students:

Round the World in Spanish. Published by Hayes Books, Tulsa, OK. Available for French, German, and Italian, also. (SPICE/Latin America)

Moja Means One. Swahili Counting Book. (1971) Jambo Means Hello. Swahili Alphabet Book. (1974) By Muriel Feelings. Pictures by Tom Feelings. Published by The Dial Press, New York. (Easy and entertaining picturebooks that teach children numbers 1-10 and easy, useful words in Swahili.) (Available at many Bay Area libraries.)

"Introduction to Japanese: Hiragana". (1977) By The Japan Project, Stanford. Specify Grades 1-6 or Grades 7-12. (SPICE/Japan)

More on Stereotypes of Specific Groups:

Mislabelling People. Filmstrip and cassette. Produced by the Association of Chinese Teachers, San Francisco. (Views how stereotypes in textbooks and the media "mislabel" Chinese Americans. Explores ways to fight such unfair representation.) (Available from WAC or from JACP, 414 E. Third Ave., San Mateo, CA)

Chinese Americans: Realities and Myths. Produced by the Association of Chinese Teachers, San Francisco. (Series of articles, short stories and speeches which give examples of stereotypes. Includes teachers' manual.)

The Asian Image in the United States: Stereotypes & Realities. (A brief overview of media racism with graphics, photos, chronology, and bibliography.) (Available through JACP, San Mateo. $1.00, 12 pp.)

From Japs to Japanese: The Evolution of Japanese-American Stereotypes. By Dennis Ogawa. (Available from JACP, San Mateo. $2.25.)

SUPPLEMENTAL RESOURCES

More on General Issue of Cultural Awareness:

Teaching Cultural Awareness. By G. Smith and G. Otero. (Section 2 is especially useful in relation to teaching about diversity. Includes perception exercises for increasing awareness. Secondary level.) (CTIR)

Cultural Learning. (filmstrip/cassette) Produced by InterCulture Associates. (Deals with how we learn about others, and, therefore, about ourselves.) (WAC)

On Sexual Stereotyping:

The Return of Red Riding Hood. Published by GPE. (Exercise using familiar fairy tales to focus on sexual stereotyping.) (WAC)

Women's Work/Man's Work. (Excellent materials centering on sexual stereotyping.) (WAC)

GOAL #4

More on Games:

Games of the World. Edited by F. Grunfeld. Published by Ballantine Books, New York. (Wonderful background information on how the games came to be; how to make them, how to play them. It's a sports, history and crafts book depicting the fun and excitement of a world at play.)

Another Commonality:

Everybody's a Winner. By T. Schneider. Published by Little, Brown, and Co. (Focuses on understanding the human body. Applicable to many areas of the curriculum. Grades 1-8.)

More on Folktales:

"Rabbit In the Moon." (curriculum unit) By the Japan Project and the China Project, Stanford, CA. (SPICE/Japan, China)

Fifth World Tales/Cuentos Del Quinto Mundo. Folktale series published by Children's Book Press. Distributed by Iaconi Book Imports, 300 Pennsylvania, San Francisco, CA 94107. (SPICE/Latin America)

"A Partial Bibliography of African Folklore." (Contains a selected, annotated listing of African folklore--resources for classroom use and resources for adults.) Developed by the "Literature Theme Group" of the 1982 BAGEP Summer Institute on Africa.

SUPPLEMENTAL RESOURCES

Materials by Kids Can Press, 585 1/2 Bloor Street West, Toronto, Ontario CANADA M6G 1K5. Includes: The Daughter of the Sun (A Peruvian Folktale) by Ismael Mascayano. How Trouble Made the Monkey Eat Pepper (A West Indian Folktale) by Rita Cox. (Call SPICE/Latin America)

More on Special Education:

The Global Story of Disabilities. (Slide unit) Produced by the United Nations. (Treats the subject of disabilities and the lives of disabled children in many societies.) (WAC)

For Use with Films:

BAGEP Media: Developed by Nancy Beckman and Carol Marquis. (SPICE/WAC)

"Effective Use of Films in Social Studies Classrooms" by Sam Bryan. From NCSS How to Do It Series A. (WAC)

More on Aging:

A Comparative View of Aging. CTIR, 1975. (Compares societal attitudes toward aging, including those of U.S.)

GOAL #5

More on Japanese in America during WWII:

Prejudice, War and the Constitution. By Jacobus tenBrock, Edward N. Barnhart & Floyd W. Matson. Published by University of California Press. (Several chapters concentrate on the stereotype of Japanese during World War II.)

Executive Order 9066. By the California Historical Society, 1972. (Photos and quotations from primary sources; for Grades 5-12.) (WAC)

Japanese Americans: Evacuation and Relocation. By the San Francisco Unified School District, 1969. (Unit with first-hand accounts of life in the internment camps; for Grades 9-12.) (WAC)

GENERAL

More General Background:

Multicultural Teaching: A Handbook of Activities, Information & Resources. By Pamela and Ins Tiedt. Published by Allyn and Bacon, Inc., Boston. (Gives specific strategies for multi-cultural teaching. Explores teacher's role in developing positive self-concepts.)

SUPPLEMENTAL RESOURCES

Helping Kids Learn Multi-Cultural Concepts. By Michael Pasternak. Published by Research Press, 2612 N. Mattis Ave., Champaign, IL 61820. (Provides strategies and activities for new understandings.)

"BAGEP Resource Center Catalog, (September 1982)". A listing of materials available on two-week free loan to all San Francisco Bay Area teachers through The World Affairs Council (WAC); call (415) 982-2541 and ask for the School Program.

For more information on publishing students' writings/drawings, contact Kathie Toland, SPICE/Latin America, (415) 497-1114.